

Eliz. R. Harvey

The Connecticut COMMON SCHOOL JOURNAL,

PUBLISHED MONTHLY

UNDER THE DIRECTION OF THE

State Teachers' Association.

CHAS. NORTHEED, New Britain, Resident Editor.



Vol. XX., MARCH, 1865.

NEW SERIES, VOL. XII., No. 3.

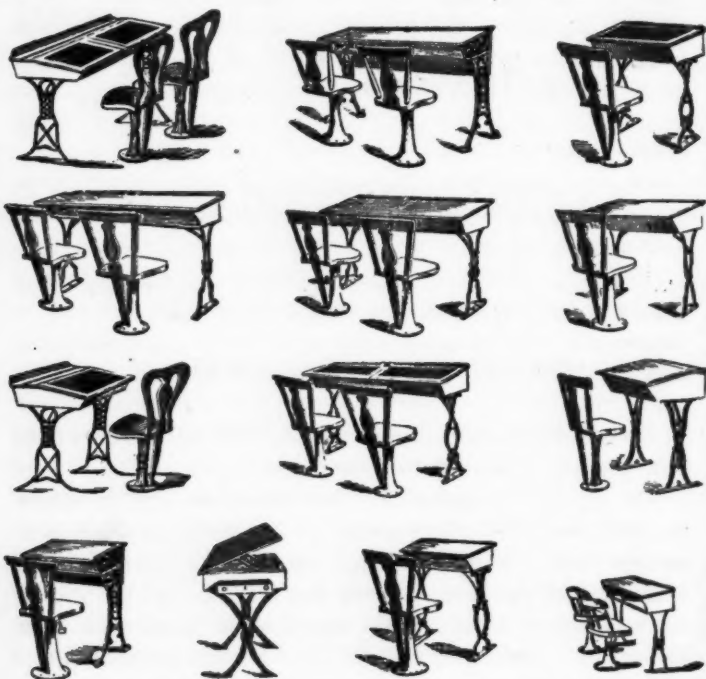
TERMS.—*One Dollar a year, payable in advance.* All remittances, letters and communications to be addressed to CHARLES NORTHEED, NEW BRITAIN, CONN.

POSTAGE.—Twelve cents a year, if paid in advance at the office where taken.

ROSS',
AMERICAN
School Furniture Works,

ESTABLISHED 1836.

The Pioneer and most Extensive Establishment in the U. States.



An Illustrated Catalogue and information forwarded, on application, by mail or otherwise.

N. B. EVERY ARTICLE OF SCHOOL FURNITURE FROM THIS ESTABLISHMENT WILL BE WARRANTED.

ALL COMMUNICATIONS MAY BE ADDRESSED TO

JOSEPH L. ROSS,

Office, CHARDON, opp. HAWKINS STREET,

(NEAR THE REVERE HOUSE,) BOSTON, MASS.

Entered, according to Act of Congress, in the year 1860 by JOSEPH L. ROSS, in the Clerk's Office of the District Court of the District of Massachusetts.

THE
Connecticut Common School Journal,
AND
ANNALS OF EDUCATION.

VOL. XII. NEW BRITAIN, MARCH, 1865. No. 3.

THE SCHOOLMASTER OF BONCHURCH.
(CONCLUDED.)

Twenty years rolled away, and the disappearance of the boy was still a profound mystery.

The blacksmith had died of intemperance, and no one lamented him. The schoolmaster's sister needed nothing more in this world. Most of Harry's schoolmates were dead, and of those who survived, scarcely any remained in the village. All was changed, but still the schoolmaster lived in his humble cottage, and kept school. But he was grown old, and solitary, and infirm; and so poor that he was almost reduced to a shadow with hard living.

In his best days he eked out his little income by cultivating a few vegetables and common fruit; and this was still his resource when he could hobble out on fine days into his patch of garden ground.

His spirits had been unusually depressed by the decline of his strength, his poverty, his forlorn condition, and the memory of his sister,—when at sunset, one day, he stood at his school-room window, looking toward the sea. The lattice

was open for the weather was warm, and his withered face felt refreshed by the breeze that played over it.

But that which chiefly detained him there, and held him in a kind of fascination, was the unusual appearance of a ship-of-war, one of the most imposing size, moored near Ventnor.

The old man's memory was quickened by the spectacle and he thought of Harry Bonner, who, on the day of his disappearance, had been detected by him watching just such a vessel from this window, while his neglected lesson was flung aside on the form.

Gazing and musing, the master stood, while the shadows of twilight gathered over the scene; the masts and rigging of the chief object of his attention grew indistinct, darkness came quickly, and with it a storm which had been in preparation for some hours.

The master hastily closed the lattice as a flash of lightning broke in upon his musings. He turned to leave the school-room and to enter his cottage; but what figure was that which, amidst the obscurity, appeared seated on the identical spot, on the chief form, where Harry Bonner sat when he learned with such surprising rapidity his double lesson, after watching the man-of-war from the window?

The schoolmaster had grown nervous and rather fanciful, and I know not what he imagined it might be; but his breath came quick and short for an instant, and then he asked in a faint voice, "Who is here?"

A manly voice replied, "*Only Harry Bonner!*"

The lightning lit up the whole of the large, dreary looking school-room, and revealed to the schoolmaster the figure of a naval officer, on whose breast glittered decorations of rank and honor.

Darkness instantly succeeded, as the officer started from the form and grasped the hand of the master with a strong and agitated pressure; then the two moved quickly and silently together into the cottage while the thunder crashed overhead.

The excitement of the moment confused the faculties of

the old man; and as the officer, still holding his hand with that fervent grasp, gazed in his eyes by the dim light of the cottage fire, he uttered some incoherent words about Harry Bonner and the ship and the double lesson; but when he beheld the officer cover his face with his disengaged hand and weep, his brain rallied its disordered perceptions. He lighted a rushlight that stood on the mantel-shelf, and as the officer withdrew his hand slowly from his face, the master passed the light before those brown and scarred, yet handsome features, in whose strong workings of feeling, if in nothing else, he almost recognized his long-lost but unfortunate scholar.

The officer suddenly clasped the old man's hand. "My dear old master!" he exclaimed.

The old man was too weak for the sudden surprise; he put his hand to his brow, gazed vacantly, gasped for breath, and his lips moved without a sound.

The officer placed him tenderly in the old wicker chair in which the knitter of the dappled-gray worsted stockings used to sit; then the old man grasped one of his arms, and looking up, said mournfully and shook his head; "*She* is not here. She said, to the last, Harry Bonner would be found some day; and now *she* is not here."

"Dead, is she?"

"Oh, yes."

There was a short silence, solemn and sad.

"And why hast thou hidden thyself all these years?" asked the master.

"I have been redeeming the past. I have been working my way from rags and infamy to this"—touching, with an air of dignity, his gold epaulette and the insignia that glittered on his breast—"and I have been gathering *this*," showing a full and heavy purse, "to revenge myself for the stick and strap, and make thy latter days happy."

"The change seems wonderful to you no doubt," continued the officer, after an agitated pause, "it is wonderful to myself, but it is to you I trace it. Your benevolent instructions, your patient endeavors to reclaim me, your observations on

my wickedness, your encouraging praise of my abilities—all appealed to my heart and conscience, and stimulated and roused me to resolve on going to sea and trying to lead a new life. The sight of the man-of-war from the window and the last flogging I had from the blacksmith decided me. I ran down the cliffs; I told my tale to a boat's crew of the war ship; I was taken on board as a cabin-boy. The ship sailed directly. I rose step by step. I have been in many battles, and here I am, a commander of the vessel you were viewing when I entered the school-room and found my way to the old seat.

"And I hope," said the master, earnestly, "I hope, my dear Harry, you are thankful to that Providence which has guided your wandering feet through paths so strange and difficult."

"I trust I am," rejoined the officer with profound reverence. "And now, does my uncle live?"

"He and your aunt died fifteen years since."

"I am sorry for it. I should liked to have talked with them of our past errors—theirs and mine. It would have gratified me to have done something for them, and to have heard them retract some of their harsh words to me. How my heart warmed to the old village when I entered it just now! I could have embraced the mossy palings: I could have knelt down and kissed the very ground. But I was so impatient to see if *you* lived that I paused nowhere till I reached the school door and found you gazing at *my ship*."

"You have brought back the *heart* of Harry Bonner," said the master, "whatever has become of his vices."

"You shall find I have; for whatever money can procure, or affection and gratitude bestow for your health and comfort shall be yours from this hour, my dear old master."—*N. E. Farmer.*

"NO ONE IS A TEACHER WHO CAN BE ANYTHING ELSE."

SUCH a remark was once made in our hearing. It meant that there was no such a thing as the profession of teaching, that teaching had no right to class itself among the learned

professions. The scholarly, gentlemanly and earnest men who grace our elegant grammar and high schools, the professors and residents of our colleges are all teachers, and a living refutation of the charge. So long as republican institutions, depend for their permanency upon the education of the masses, and so long as that education is in the hands of our teachers what more responsible or honorable work. If there was no profession of Theology in the time of Socrates, it does not follow that there is none now. If teaching was not worthy of being regarded as one of the learned professions in the time of our Pilgrim Fathers, it may be now. Let us call things by their right names. Let us not be blinded by habit or prejudice, in these days of energy and progress.

But, to put the matter on the ground of argument, what makes a learned profession? First of all, a preliminary study of considerable extent. But our representative teachers have all of them devoted themselves to such preliminary study. The lawyer either studies in an office or pursues the curriculum of a school. So the teacher either receives preliminary training in the school room or else he studies in the Normal School. Training schools for teachers are in their infancy, it is true, yet they exist very generally nevertheless. Again, it is necessary to a profession that one should enter it with the intention of spending his life in the same? In the early days of the republic it was doubtless entered up as a transition occupation, generally. But the same can not be claimed at this late day. Hosts who enter the teacher's desk find it adapted to their taste, a work held in honor, and profess their intention of pursuing it for life. Again, does the work of instruction and discipline demand mere art and not a deep exercise of the intellect? Cases of discipline in the school-room, it seems to us, demand as much knowledge of human nature and judgment as cases at law. So too the work of imparting knowledge and disciplining the mind must be more than a skill in asking questions, or managing a recitation. Without expanding more fully under each of these heads, it seems plain to us that in respect to a preliminary training, permanency of occupation, and intellectual ability, teaching

shows itself entitled to be regarded as one of the learned professions. If its claims are so disregarded that it is not yet recognized as such, the fact remains and will force recognition sooner or later. But above all an entire life of the man of men was spent in teaching. We honor Him when we honor our calling, and self respect demands that we claim for it the rank it merits, and that it do not be gauged by the odium of some of its experimenters, or the disrepute with which money making circles treat it.

C. P. O.

NEW HAVEN, Jan. 27, 1865.

For the Common School Journal.

BE CALM.

THERE are times in every school where disorder is more apparent than at ordinary times, lessons perhaps not as well learned as usual; there is not as careful and cheerful attention to study as is usually observed, and quiet and good order seem to be giving place to idleness and inattention. Probably every careful teacher has witnessed some such times and perhaps has been unduly discouraged. Such times test the teacher's tact and ability more than almost any other thing in the whole range of school duties. They may not be evidence of mismanagement on the part of the teacher, or proof of insubordination on the part of the pupils. The causes may be various. These the teacher should be quick to perceive; but in order to do this he must be calm. There will be a great tendency to worry, fret, and perhaps scold. Such a state of mind only makes things worse. Be calm. Be quiet. Be firm. Be decided, but not hasty. Wear a cheerful look and use but few words. Look upon your pupils with a fixed purpose, but not with an angry frown. Calmness will be the watchword of victory. It will do for the teacher in his little realm, what it does for the general on the field of battle. There is nothing that will so soon and so effectually set things in order as calmness. When the spirit is calm the thoughts will be at work and a remedy will

be suggested. An immediate attention to ventilation, a cheerful song, a short general exercise, a few gymnastic performances, or any thing that will give a new impulse to the mind, will seldom fail to restore harmony in a few minutes. After the current of things has thus been changed, a *very few words* fitly spoken, will often put teacher and pupils in a happy frame of mind, and more than the usual zeal and energy will at once be manifested. Teachers often find their plans thwarted by parents who do not understand their bearing upon the prosperity of the school and consequently make no effort to have them carried into execution. Under such circumstances hasty words are sometimes uttered that do great mischief. Nothing but a calm, quiet, earnest demeanor will ever be effectual in winning the hearts of pupils or parents. If the end is not gained, the labors and efforts of the teacher will be useless or at least will meet with only indifferent success. He that rules his own spirit can rule others; but only those who are calm and composed can rule themselves. Under all circumstances we should keep an even temper of mind.

T. K. P.

HOW SHALL WE TEACH GEOGRAPHY?

From the Educational Monthly.

WHILE great improvements have been made in modes of teaching many of the sciences, Geography has been comparatively neglected. It certainly can not be from any just sense of its relative importance, that, while mathematics, and the languages, have been taught with the greatest thoroughness, teachers have been contented with the most superficial methods of teaching this subject.

Recently, however, the labors and lectures of one of the most eminent scholars* of the present day, have awakened a desire for something better—some more philosophic methods, and more satisfactory results, in the presentation of the subject of geography in our common schools. The conviction

*Professor Arnold Guyot.

is beginning to be felt that this noblest of sciences has been sadly unappreciated, and that, instead of being a mere catalogue of facts to be committed to memory, it is capable of being a means of growth to the mind, and of affording the highest exercise of all its powers.

But the question,—how, if this higher view of it be the correct one, is this subject to be presented to the child,—remains as yet unanswered.

It will probably not be questioned that the best possible method of study in any subject is that which, while it shall give the clearest and most perfect knowledge of the subject itself, shall, at the same time, furnish the best facilities for the complete and symmetrical development of the mind.

In order to determine such a method it is necessary to inquire, First, what is the law of the mind's development? Second, what is the nature of the subject to be presented, and what is the general plan of treatment growing out of its nature, and therefore inviolable? Third, by what special methods can this general plan be adapted to the needs of the mind in the several stages of its development?

I. *The Development of the mind.*—Writers upon its laws and operations declare that though all the faculties of the mature mind exist from the beginning of its life in a greater or less degree of activity, they yet attain their full development at different periods. They come into activity not simultaneously, but successively, the full action of each subsequent class requiring the previous development and activity of the preceding; just as all the capacities of the plan for producing leaf, stem, flower, and fruit, exist in the germ, yet these do not all appear at once, because the higher can not be developed without the pre-existence of the lower as a basis.

The earliest to attain full activity are the perceptive faculties. These through their agents, the senses, are extremely active in the young child, and constitute the only means by which the images of the external world can enter his mind and give rise to thought. Through their use he is able to obtain a clear conception of the general form and condition of every thing of which they can take cognizance.

In simultaneous action with these is the conceptive power by means of which the mind grasps and retains the impressions it receives through the perceptive powers; and is able to recall them, and learns to express them. In a higher development the same faculty is able, by means of ideas and conceptions previously acquired, to create images of things of which the perceptive powers have not taken cognizance.

Next to become active is that analytic power of the understanding, by means of which the general conception, which alone could be obtained in the preceding condition of the mind, is separated into elements, and studied in detail; the knowledge acquired is considered and arranged; and new ideas are derived apart from the exercise of perception, which are expressed in the form of abstract propositions.

Lastly, is developed that action of the reasoning power by which the mind rises to high generalizations, attains the knowledge of general principles and laws, is able to ascertain the causes of phenomena observed, and from known causes to predict results.

We find, therefore, that though all the faculties of the mind act to a certain extent in conjunction, there are yet three successive stages, each characterized by the predominant activity of certain powers, and consequently by a peculiar character of mental operations. In the first, that of the predominance of the perceptive powers, the child is constantly occupied in acquiring knowledge of the external world by the use of these powers, and through the expression of the knowledge so acquired becoming acquainted with language and other conventional signs of ideas, and is therefore becoming able to receive ideas from other minds through the medium of language.

In the second stage, that of the analytical power of the understanding, the knowledge of others, having now become accessible to him, is added to the results of his own more minute investigation, and finally becomes itself the subject of thought, analysis, and classification.

In the third, that of the predominance of the reasoning power, the mind having collected its materials, looks at them

from a new point of view, and, from the study of them in their combinations, arrives at a knowledge of their relations, and of the phenomena resulting therefrom, and of the laws which govern their existence and operations.

If, therefore, any method of study is to contribute to the mind's development, it must furnish the appropriate degree of exercise for all these powers, in the order of their successive awakening; and we must distinguish, with Professor Guyot, three natural phases,—the perceptive, the analytic, and the synthetic,—through which the learner in Geography, as, indeed, in every branch of science, must pass before he can obtain a perfect knowledge of the subject of his study.

We may premise, then, as a general principle growing out of the laws of the mind and therefore governing the presentation of all subjects whatever, that the portion of the subject which addresses itself mainly to the powers of perception, and only gives the simplest possible exercise to the powers of the understanding or reasoning powers, is the only one proper to be presented to the very young pupil. This is the *perceptive* phase of his study. It must follow that if a subject present no opportunity for such a phase, it is not an appropriate one for the study of the very young.

Afterward is needed a more minute and detailed investigation which will decidedly tax the earlier powers of the understanding, and which will give to the *analytic* phase its special character.

Lastly, the reasoning powers are mainly addressed; for the facts or phenomena with which the student deals, must be viewed in their mutual relation and combined action. This is the *synthetic* phase.

Subjects which do not present material for all these phases can be profitably studied only in particular stages of the mind's growth, while those in which all are found to furnish suitable food for it in every step of its onward progress.

II. *Nature of the subject.*—We come now to the second part of our problem, viz: to determine the nature of the subject and general plan of treatment growing out of that nature.

"Geography," in the language of Professor Guyot, "is the *Science of the Globe*, considered, not as a mere aggregation of unrelated parts, but as an *organized whole*, formed of members, each having an individual character and special functions, all mutually dependent and operating together, according to laws established by the Creator, to perform functions possible to no one alone."

If this be the case,—if the globe is to be considered as a magnificent mechanism, prepared by the Creator with a special form, and a special character and arrangement of parts or members, in order to produce a given result,—then the study of it is to be conducted on precisely the same general plan as that of any other individual organization of which we desire to ascertain the conformation, the laws of its operation, and its adaptedness to produce the result intended.

First is required a general view of the whole, in order to ascertain its figure, the parts or members of which it is composed,—their arrangement, not only absolutely in the whole, but relatively or in regard to each other,—their comparative size, and the general conformation of each.

Second.—Each of these individuals is to be made the subject of special, detailed study, in order to ascertain its particular organization,—the character, arrangement, and relation of its several portions,—the character of the whole individual resulting therefrom,—and finally the phenomena of life associated with it, whether vegetable, animal, or that of man considered both ethnologically and in the social capacity of states or nations.

Third.—Having ascertained the individual character of the several members, we look at them again in combination, in order to ascertain the influence which each by its peculiar character exerts upon the others, thus to determine its function in the whole mechanism and to arrive at a knowledge of the laws which govern the organization of the latter. Then referring to the history of mankind, we trace the operation of those laws on his character and destiny, and ascertain the adaptedness of this wonderful mechanism, to the end for which it was created, the education of the human race.

In the first, we find the perceptive phase of the study since, by the use of the globe, of *accurate physical maps*, and of good illustrations, it can be presented almost wholly to the perceptive faculties. The second is the analytic, and the third the synthetic phase.

What subject so rich in material for the growth of the mind! What other science furnishes appropriate food, alike to the sunny-haired child of ten summers, and to the grave philosopher, whose head droops with the accumulated knowledge of "three score years and ten!"

To be Continued.

A SCHOOLMASTER IN COURT.--CORPORAL PUNISHMENT.

WE suppose that in a city of the size of New Haven there are more than one hundred cases of corporal punishment every day. If so the matter is one of great importance. Yet it is more than all others a disagreeable one to discuss. But it has been brought up in an attractive shape at the Criminal Court in New Haven. A trial of two days' duration has ended by the binding of the schoolmaster over to the Superior Court.

In this case, the defendant, is master of a Grammar School in Fair Haven. He is charged with inflicting too severe a punishment upon a boy twelve years old. To make a long story short, the boy was struck from forty to eighty times with a strap, the effect continuing some days.

It is hard to say whether such lawsuits are beneficial. It is a question whether they act as a restraint upon the teacher or not. Certain it is that the courts seldom fail to sustain the teacher. In the present instance, this is prosecuted as a criminal case, in which malice must be proven. Now it would be hard to convict a teacher of malice in any case and especially in this. Again, suppose the case came up as a civil suit, there is more chance of convicting the schoolmaster. But everything in the shape of a law seems to be the *by-law* of the Board of Education, that "corporal punishment

shall only be inflicted in extreme cases." So the whole question is whether in accordance with the evidence the punishment was unreasonably severe. Now that a great margin will be allowed in the interpretation of such a *by-law* must be evident from the following—"whenever a statute gives a discretionary power to any person, to be exercised by him upon his own opinion of certain facts, it is a sound rule of construction that the statute constitutes him the sole and the exclusive judge of the existence of those facts. It is no answer that such power may be abused, for there is no power which is not susceptible of abuse."—*Story*.

Thus the nature of the law and precedent favor the schoolmaster. The tendency of such trials must be then to discourage similar prosecutions. But they are far more advantageous in another point of view. They bring strongly before the mind of the public that mooted and vexatious question of corporal punishment. Can we not work our schools without the use of corporal punishment? The objections to it are potent to every one. Could our schools be disciplined without it we would willingly give it up. One editor suggests that those children who require it, be removed from school. According to our first statement a hundred children would have to be removed from school in New Haven every day. It would throw numbers of boys into the streets who ought to be under discipline; this then seems to us impracticable.

It seems to us, then, that if corporal punishment be not excluded from the family it can not be *entirely* excluded from the school. The little child is at that age when the reason is not stable enough to govern it and some other motive must be adopted.

We can not but think, then, the true solution of the question is this:—In the present state of the art and science of education, public schools can not be carried on without corporal punishment. But our constant effort should be to *reduce* the cases of corporal punishment by careful and able management on the part of the teacher and committees. Control the large children by some motives addressed to their reason, and in the case of the smaller let tact and care *reduce* the

cases of corporal punishment. All school government is a doctrine of *motives*. We are convinced that the reason of the larger children, if properly managed, might do more for the government of schools than it does. The matter depends almost entirely upon the skill and ability of the teacher. Said an eminent master of one of the Boston schools, "the teacher is responsible for all the misdemeanors of his pupils." However much of a paradox this may seem at first, one can not but grow constantly into the realization of its truth. Take a teacher with firm decision darting out through his eye and manifesting itself in his walk and every act, the rod is seldom necessary; the boy sees "school" in the eye and there is no doubt of the consequence of a piece of mischief on his part. He is as sure of it as he is of having his hand burned if he puts it into the fire. Said the master of a grammar school, "I am not going to whip any more this term." The remark contains a great deal of truth. The teacher of *experience* in the various shifts of school-room human nature, and of natural tact can, if he tries, seldom fail to supersede or prevent an act requiring corporal punishment. His decision is firm, and he walks the room without a thought that his rule is to be questioned. A teacher of this watchfulness, tact and knowledge of boy human nature, might with little risk of falsifying himself say—"I am not going to whip any more this term." There can be little doubt that the present progress in the great science of education will before the lapse of many years bring us to a point where corporal punishment is a rare *ultimatum*. The poorer the teacher and the poorer the management of the school, the more the need of corporal punishment. When teaching rises to the full dignity of one of the *four* professions, as we hope to see it do, then we may hope to see the intellectual and moral work of the school room performed with not many more cases of corporal punishment than now occur in the navy.

God denies a christian nothing; but with a design to give him something better.—*Cecil*

WAR CHONICLE FOR THE YEAR 1864.

- Jan. 5.** Death of Gen Corcaran.
- " 22. Gen. Rosecrans assigned to the department of Missouri.
- " 23. Arkansas free state government inaugurated.
- Feb. 2.** Rebels attack Newbern, but are driven back to Kinston.
- " 20. Battle of Olustee, Fla. Union loss 1500. Great slaughter of colored troops.
- " 28. Kilpatrick starts for Richmond.
- March 4.** Col. Dahlgren murdered by the rebels after being taken prisoner.
- " 7. Vallandigham advises riots in case of drafting.
- " 12. Red River Expedition gets under way.
- " 12. Gen. Grant appointed Commander-in Chief of U. S. A.
- " 16. Twenty-three Union soldiers hung at Kingston, N. C.
- " 23. Union forces start from Little Rock to coöperate with the Red River Expedition.
- " 23. Army of Potomac organized by Grant and divided into three corps under Hancock, Sedgwick and Warren.
- " 24. Lieut. Gen. Grant assumes direct command of Army of Potomac.
- " 27. Sherman's expedition returns to Vicksburg after twenty-two days of devastation in Miss. and Alabama.
- " 28. Rebels defeated at Cane River.
- April. 5.** Red River expedition reaches Grand Ecore.
- " 8. Union defeat at Pleasant Hill.
- " 8. Union defeat at Mansfield, La., with heavy loss.
- " 9. Rebels defeated at Grand Ecore.
- " 24. Rebels defeated at Cane River.
- May 3-4.** Army of Potomac crosses the Rapidan, beginning the grand campaign toward Richmond.
- " 5. Battle of the Wilderness. Immense loss on both sides.
- " 5. Butler after making a feint up the York, suddenly sails up the James, and lands two miles above City Point.
- " 6. Gen. Wadsworth killed.
- " 7. Gen. Thomas captures Tunnel Hill.
- " 8. Battle of Laurel Hill. Enemy forced back.
- " 9. Sheridan destroys 100 cars and 1,500,000 rations.
- " 9. Gen. Sedgwick killed by a rebel-sharpshooter.

- May 11. Sheridan's cavalry make a dash within the outer defences of Richmond.
- " 11. Butler intrenching at Bermuda Hundred.
- " 11. Grant proposes "to fight it out on this line if it takes all summer."
- " 12. Battle of Spottsylvania Court House. Heavy loss on both sides.
- " 15. Battle of Resaca, Ga.
- " 16. Attempt to sieze the California steamer Ocean Queen.
- " 16. Union fleet on Red River run over the falls by the aid of Lieut.-Col. Bailey's dam.
- " 20. Sherman takes possession of Kingston and Rome.
- " 24. Sherman flanks Johnston at Altoona.
- " 26. Gen. Hunter begins his campaign toward Lynchburg.
- " 27. Gen. Sheridan captures Hanovertown.

To be Continued.

THE NEW KEY.—"Aunt," said a little girl, "I believe I have found a new key to unlock people's hearts, and make them so willing."

"What is the key?" asked her aunt.

"It is only one little word—guess what?" But the aunt was no guesser.

"It is *please*," said the child: "aunt it is *please*. If I ask one of the great girls in school, 'Please show me my parsing lesson,' she says, 'Oh, yes!'" and helps me. If I ask Sarah, 'Please do this for me;' no matter, she'll take her hands out of the suds and do it. If I ask uncle 'please,' he says, 'Yes, puss, if I can;' and if I say 'please, aunt'—

"What does aunt do?" said aunt herself.

"Oh! you look and smile just like mother, and that is the best of all," cried the little girl, throwing her arms around her aunt's neck, with a tear in her eye.

Perhaps other children will like to know about this key, and I hope they will use it also, for there is great power in the small, kind courtesies of life.—*S. S. Visitor.*

Politeness is not always a sign of wisdom; but the want of it always leaves room for a suspicion of folly.—*Landor.*

For the Common School Journal.

HELPS IN TEACHING.

AMONG the most efficient aids, if not essential requisites in teaching, we would mention the following as purely *mental* furniture. *First*—of intellectual endowments, talent and tact; *secondly*, of intellectual acquirements, preparation, thoroughness, promptness and order; *thirdly*, of the moral virtues, energy, resolution and patience; *fourthly*, christian graces, faith, hope and love; and *finally*, the grand act and habit of prayer. We may be led to say a word to our fellow-teachers on these conditions on some future occasion. But we would now call attention to the last requisite as one least thought of, but the mightiest of all. And we would speak not theologically, but simply as an educator.

1. *Prayer is a comfort.* How or why this is we can not fully explain—but it is a psychological fact. To one who knows its subtle mysteries nothing is so positively *refreshing*. It spreads a delicious atmosphere around the soul, and to breathe in it is to inhale a new life. We seem in our best seasons of devotion to be in a “serene, upper air” which at once buoys up and strengthens the spirit. The exhilaration of a true prayer is truly wonderful both for quality and duration. It is the finite coming consciously and fully within the sphere of the infinite. It is weak, trembling humanity falling into the arms of a divine love. It is the gentle dependent child, often wayward but repentant and sorrowful, seeking a Father’s embrace. It is ignorance waiting for the teaching of a perfect and wise intelligence. These are man’s native yearnings, and it is a sweet, pure and unique joy, or rather fountain of joys, to gratify them.

Now the teacher has peculiar need of this refreshment. His body and mind are often exhausted, his nerves unstrung and the heart wounded by neglect, ingratitude and impatience, or dampened, if not quenched, in its generous aspirations by ill-fortune. As nothing can take the place of this

mental process to recreate the soul, prayer becomes to us a professional necessity.

2. *Prayer is an energy.* A teacher at times loses faith in childhood, in man and in his own powers. The mission of mind humanity is lowered. He shrinks from meeting his own future. He asks in pensive or indifferent tones: "How can I penetrate these young and crude natures? How shall I animate and lift up and bless them." His pace slackens and his aims are lowered. He begins to lose his first young love and faith in the ministry of instruction, and becomes a *professional* teacher, whose highest aim is gold or fame. But one half-hour of pure and free communion with the Infinite mind, brings new life into his soul. He kindles his sacrifice at the altar of heaven, and descends from this high mount of meditation among the tribes of men with his face beaming like an angel's, and nerved with elastic vigor. These minds are no longer mere machines, whose movements we must quiet and control for our own good. They are imbued with thought and feeling. They become the children of the Great Father, and heirs of immortality. To prepare them for life and fit them to the highest uses of humanity, seems now a delightful task. We look into those stolid faces and gaze into those dull eyes and see behind all, and gleaming through all this medium of clay, earnest and capable spirits. Henceforth, or for a time at least, we work with a powerful will. We see with other eyes. Those faces grow bright with incipient thought; those eyes light up with growing fire. We call to mind many instances of great men whose boyhood was dull and sluggish, and we seek to polish these stones whosoever may be the coronet to receive them. Henceforth we are earnest, for the mightiest impulses of earth can never equal the momenta of eternity.

3. *Prayer harmonizes the Faculties.* We venture to affirm that an evil heart hinders the progress of truth beyond every other obstacle. Ambition, envy, sectarian jealousy, indolence or some other form of selfishness cramps the intellect. Truth alone makes free. He who is a slave to any vice or folly, who is committed to a system however grand, or final, can

never see her sacred face. At best he shall behold only her image. For in what does science find as her chief hindrance? Not in want of faculties, nor in weaknesses of the mental powers, nor from the limitations of nature.

They are to be found in an evil heart. The philosophies are warring with fierce antagonism, because it is a contest of parties and creeds, not a common cause against ignorance and darkness. Were each scholar imbued with a holy and burning love for truth as truth, all the dross of envy and vain ambition would be burned up. To be a knower, to ascertain the truth, to be brought face to face with matter and spirit, and penetrate their mysteries, entitles this mover to be a master passion. To see God in the creation is all the reward the genuine scholar needs. It is enough to know and be known, whether others are wiser or not.

Now this true spirit of study is only gained by dwelling in close and humble discipleship with the master. And the motives and aims of teaching can be best kept thus high and pure by communion with the creator. C.

SCHOOL DISCIPLINE.

THE subject of school discipline is one in which all feel an interest, yet there are widely differing views in relation to it. While nearly all feel free to approve or censure the disciplinary acts of others, but very few have any well defined ideas of their own as to discipline and the proper modes of securing it. A trial has recently taken place in the city of New Haven which has excited an unusual interest. It was a trial in whose result every teacher and friend of education can not but feel a special concern. Mr. S. M. Hotchkiss, the principal of the grammar school in Fair Haven, a well qualified and successful teacher,—was arraigned for undue severity in the punishment of a pupil. From the evidence, which we have read with some care, it would seem that the lad had been frequently troublesome,—that he had been kindly and faith-

fully counseled and warned,—and that as a final resort corporal punishment was administered. Whether the teacher had done *all* that could be done, or all that ought to have been done to secure right deportment and obedience, before resorting to personal chastisement we can not say,—but it would certainly appear from the evidence that he was not hasty in taking the final step. It would also appear that the punishment was inflicted in a dispassionate manner, and the lad had several opportunities for making proper concession and thus avoiding further punishment. In itself the punishment might seem severe and the blows too numerous,—but when it is shown that the teacher frequently desisted and called for a compliance with his requirements the case assumes a different aspect. Without going into any particulars we wish to comment upon a few lines which appeared, editorially, in a highly respectable and well managed paper of New Haven. The words were about as follows: “We desire to express the opinion that the discipline should be left to the parents or guardians of each child. The teacher should have the right to dishonorably dismiss from the school, and its educational advantages, any pupil who refused to conform to the rules morally administered. If the teacher should be capable and honest there would be but few instances of the ultimate penalty of disobedience.”

Now there may be a seeming plausibility in the above, but we regard it as entirely erroneous. In the first place it is well known by teachers, and may be by others, that many children are under no discipline at home. They are entirely ungoverned. Indeed in some places they themselves hold the balance of power at home. They not only do as they please, but even dictate terms to their parents and guardians. These children go to school and attempt to carry out their views there. They set at naught the rules of the school and, perhaps, insult the teacher. The teacher remonstrates and appeals to the better motives but to no purpose. They continue wayward,—obstinate—disobedient—rebellious. They have never been made to submit to wholesome authority. If they are sent home it will not trouble them, nor will they

receive any discipline there. They will be thrown outside of all discipline and be left, not only to their own destruction, but to the demoralization of other youth with whom they may associate. We believe that special effort should be made to keep such under the restraints of school. To send them from it is to cut them aloof from all control and to set them adrift in the community of which they will pretty surely prove lawless and rebellious subjects. We might as well say that the soldiers in our armies should be under the discipline of the towns and states from which they go. The truth is that every organization should have a power within itself,—not a power to abuse, but a power to enforce a due regard to wholesome regulations made for the general good. Let it once be determined, and generally understood, that the teachers in our schools have no authority,—no right to discipline disobedient and rebellious subjects and our schools may as well be closed. The *use* and *abuse* of authority are two different things. The latter should always receive proper punishment, or check,—but its occasional occurrence should be no reason for discarding all power and authority.

We believe that all teachers and friends of education will admit that it is better for a boy to be in school and under its wholesome discipline than to be roaming ungoverned about the streets. It is the only chance for his improvement,—and though our best teachers are often exceedingly tried in their efforts with such youth, they are willing to endure all with the hope of benefiting the wayward ones. These faithful teachers need and should have the kindly sympathies and cooperation of the community,—and we believe that the very persons who so often decry teachers for severe discipline, would themselves prove ten times as severe if placed in the teacher's position.

But without unduly extending our remarks we will close by expressing the following views—

1. As the teacher acts for the parent, it is right and proper that he should go as far as it would be right and proper for the parent to go in enforcing discipline. Neither parents nor teachers have a right to resort to any cruel or barbarous measures.

2. All punishment should be designed and inflicted not only with a view to the reformation and improvement of the offender, but with a regard to the best good of the institution and society of which he is a member. Submission to authority, and to proper requirements, should be secured by mild means if possible,—but secured they should be at all hazards. An ungoverned and rebellious boy will become a lawless and unprincipled man. Any punishment, proper in kind, which stops short of securing submission to rightful authority on the part of the offender is worse than useless.

3. When we find all the parents in a district ready to co-operate with the teacher in the management and discipline of the schools, instructing their children to obey their teacher, we believe that there will be but very little occasion to complain of undue severity in our schools. It is beyond question true that in very many cases the teacher's labors are rendered doubly difficult by the injudicious management or misdirected sympathy of parents. Boys and girls well governed at home will, in nine cases out of ten, prove faithful and orderly pupils in the schoolroom.

In the case to which we have alluded we must say that we can not see anything, in the evidence given, which should tend in the least to impair confidence in the teacher,—nor can we see on what ground he was held to appear before a higher court. We however have no doubt that justice will be done and the teacher's authority triumphantly sustained.

On another page will be found a sensible article from a correspondent bearing on this subject. While we most heartily endorse his views, we still contend that, in the present state of society, the best of teachers will, in some cases, be under the necessity of resorting to corporal punishment. Though it is undoubtedly true that in many schools it is too frequently resorted to, let us rejoice that there has been a great advance in the right direction, and that there is far less severity now in our schools than there was ten or twenty years ago.

OFFICIAL DEPARTMENT.

BLANK forms for the reports of district committees, and for the returns of school visitors, have been sent by mail, to the acting school visitor of each town in the state.

Each package includes a sheet, with questions to be answered by the acting school visitor, and an envelope with printed direction, in which the answered questions are to be sent to this office, also one blank for each school district. School visitors are requested to distribute the district blanks to the different district committees before the winter schools close, or in some other way secure an answer to each question. The teacher can render important aid in furnishing the statistics of the school while it is in session.

The law makes it obligatory for each district to make this report to the school visitors. If not made in a proper time and manner, the district should be notified of the fact. No district neglecting to make its annual report is entitled to any portion of the public money.

The annual report of the superintendent can be obtained by those school visitors who have not received a copy.

These reports contain the school laws with notes and explanations of the same.

DAVID N. CAMP,

Superintendent of Common Schools.

NEW BRITAIN, Feb. 16, 1865.

LOCAL AND PERSONAL.

BRIDGEPORT. We visited three of the public schools of this place; the Bridgeport district, Mr. Calvin McLean, principal; Barnum, Mr. Wilson, principal; and Golden Hill, Mr. Gaffney, principal. These schools are all in successful operation, the principals are unwearied in their efforts, and, for the most part, have the coöperation of experienced and skillful teachers in the different departments. The yards and grounds of the first two districts, when fully laid out and completed,

will be among the best in the state. We were happy to meet the former principal of the Bridgeport school, Mr. Strong, at the head of a well organized and eminently successful boys' school. *

NEWTOWN. In the village of Sandy Hook we visited two schools. In each of them we found quite too many scholars under the charge of a single teacher. At the school near the rubber factory we found a very pleasant school under the charge of Mr. Prindle,—a teacher of large experience. The pupils appeared unusually intelligent,—but we were sorry to see so large a number crowded into so small a room. The ventilation was necessarily bad. We are, however, glad to learn that the intelligent people at this place are contemplating the enlargement of their school house. The sooner the better, my friends, for your children are suffering sadly from impure air. It would be well if the two schools or districts could be united and form a graded school. Our thanks are due to E. Levan Johnson, Esq., acting visitor, for many kind attentions.

DANBURY. We were highly pleased with the general appearance of Mr. Pond's school at this place, and, from what we heard, we are satisfied he is doing a good work and commanding the confidence of the community. We regretted our inability to visit the several departments of this school and others,—but hope to enjoy that pleasure at no distant day. We know Mr. Pond to be a well qualified, kind, faithful and successful teacher.

At King Street, about four miles from the centre, we visited a very pleasant school kept by Miss. E. Fanton. The school house appeared neat and was pleasantly located. The room itself presented a very neat and attractive appearance. Several of the pupils were older than we usually find in district schools but they were evidently improving their privileges,—and their general appearance and deportment were highly creditable to them and their teacher. Miss Fanton is devoted to her work. She possesses that enthusiasm which will make success sure. The people of King street know what a good school is and they are sensible enough to continue Miss F. term after term. That is the way,—get a good teacher,—keep her and treat her kindly. We were happy to meet many friends of education in the evening.

FARMINGTON. The two principal schools at Farmington center are under the charge of female teachers. Miss Mary E. Blakely has charge of the grammar school, and Miss H. E. Goulden of the Intermediate. We found both schools in good order and the teachers appeared to be devoting themselves to their work with more than or-

dinary ability and success. We have never seen these schools in better condition.

PLYMOUTH. The school in Plymouth Centre is graded, but lacks the order and system necessary to make it in the highest degree efficient. The teachers appeared to be diligently engaged in their work. In Plymouth Hollow the classes were more advanced. We heard a fine recitation in geography in Mr. Blakeslie's room, and a class which were well taught in reading, in Miss Baldwin's room. *

ROCKVILLE. We had the pleasure of looking through the schools of this place with J. M. Stickney and A. C. Crosby, Esqrs., and Dr. Risley. The schools appeared well, and in some exercises can hardly be excelled any where. We wish that the interest manifested in the public schools by the leading men of Rockville could be seen in other places needing the school advantages enjoyed here. *

TRUMBULL, NICHOL'S FARMS. Here is a very successful district school under the charge of Miss Abelle. But it is impossible for any teacher to conduct well all the exercise of a mixed school of over sixty pupils with a great variety of ages and attainments. There were twenty-four different lessons and exercises for each day. *

WEST KILLINGLY. We are glad to learn that the people at this place are contemplating the establishment of a graded school. We hope it will not end in talk. Such a school would prove a great benefit in many ways.

☞ The next term of the Normal School will commence Tuesday, April 18th. Those wishing to enter should make early application to David N. Camp, New Britain.

BOOK NOTICES.

THE AMERICAN UNION SPEAKER: containing standard and recent selections in prose and poetry, for recitation and declamation in schools, academies and colleges. With introductory remarks on Elocution and explanatory notes. By John D. Philbrick, Superintendent of the Public Schools of Boston. Boston: Taggard & Thompson.

Of all the speakers now before the public we do not know of one which will compare with this in true merit. It is the work of one fully competent to the task undertaken, and most admirably has the work been performed. This volume of 583 pages contains 384 selections in prose, poetry and dialogue, and they are truly some of the richest gems ever brought together for a similar purpose. The extracts from Webster, Choate, Everett and others are numerous

and, of course, excellent. It is not only of great worth for the purposes for which it was specially prepared, but as a volume for general reference or choice reading it will be gladly welcomed by a host of scholars and educators of our land. While the selections are excellent and made with rare judgment, the typographical execution is of the very best style and the volume itself is very attractive in its appearance. The price, postage paid, is \$2.25.

NURSE AND SPY IN THE UNION ARMY; comprising the Adventures and Experiences of a Woman in Hospitals, Camps and Battle-Fields. By S. Emma E. Edmonds. Hartford: W. S. Williams & Co.

This well printed volume of 384 pp. is having a very extensive sale, and it is read by all classes with the highest interest. The Hon. Henry Barnard, LL.D. thus speaks of it:

This volume contains, as we believe, a truthful record of the actual adventures of a brave, religious, and patriotic woman, in hospitals, camps, and battle-fields, unsurpassed in varied and thrilling interest by anything which fiction could imagine and dress up for effect in the same line. The author, although not born on our soil, had received the protection of the government while enjoying the opportunities of education and of preparation for the missionary field, and sympathizing deeply in the great objects for which the President in the spring of 1861 had called for seventy-five thousand men, had resolved "to go to the front" and become a "field nurse," and within ten days she was on her way to Washington, and for over two years, performed an amount of labor, encountered perils, and assumed risks for the good of the cause, which entitles her to the warmest gratitude and profound respect of every loyal citizen. We honor her for her attentions to our wounded soldiers on the field, and to the sick and wounded in the hospitals, and for the rare tact and bravery which she exhibited while in the secret service of the army. Eleven times she passed through the lines of the enemy, and brought back valuable information for our generals in command. With simple but touching eloquence has she described her adventures, and with a generosity only equalled by the spirit which prompted her original devotion of herself to our cause, she now appropriates her portion of the profits of the publication to the sick and wounded soldiers of the Army of the Potomac, to whom she has inscribed the work."

The work is published by subscription and is sold for \$2.50, \$2.75 and \$3.00 per copy, according to style of binding.

☞ Notices of several reports and other matter are necessarily crowded out of this number.

CONTENTS—MARCH.

The Schoolmaster of Bonchurch,	- - - - -	65
No one is a Teacher who is anything else,	- - - - -	68
Be calm,	- - - - -	70
How shall we teach Geography,	- - - - -	71
A Schoolmaster in Court.—Corporal Punishment,	- - - - -	76
War Chronicle for the year 1864,	- - - - -	79
The new Key,	- - - - -	80
Helps in Teaching,	- - - - -	81
School Discipline,	- - - - -	83
Official Department,	- - - - -	87
Local and Personal,	- - - - -	87
Book Notices,	- - - - -	89

SARGENT'S

ENTIRELY NEW

SERIES OF READERS,

AND PRONOUNCING SPELLER.

The Standard Primer,	Part Second—(Illustrated.)	Pages,	72
“ “ First Reader	“ “ “ “	“	120
“ “ Second	“ “ “ “	“	216
“ “ Third	“ “ “ “	“	216
“ “ Fourth	“ “ “ “	“	336
“ “ Fifth	“ “ “ “	“	528
“ Pronouncing Spelling Book,		“	168

In consequence of the great success of Mr. EPES SARGENT, in his *speciality* of preparing *Readers* for schools, there has been a large demand for new books from him; and he has consequently prepared an *entirely new and approved Series of Readers*.

The smaller books are *beautifully illustrated*, and all those improvements, which constant consultation with our best teachers has suggested are included.

☞ We defy contradiction in saying that the Series is the Best, the Handsomest, the most Carefully Prepared, and, we may add, the Cheapest, ever published.

Mr. Sargent's long experience, careful scholarship, high culture as a literary man, and acknowledged taste, added to his admitted success in ONE Series of Readers, of which millions are sold annually, are a guarantee that committees will find it for the interest of schools to examine his New Series before making any change.

☞ The most striking evidence of his previous success may be found in the extent to which the latest compilers of Readers and Speakers have made use of his original labors in selection; his works appearing to have been

THE MAGAZINE from which compilers have taken nearly *two-thirds* of their pieces.

THE NEW FIFTH READER,

just issued, by far the most scientific and practical book of its class before the public. The ELOCUTIONARY INTRODUCTION embraces all the instruction of any practical value; and the Reading-Lessons comprise the best elocutionary pieces in the language. It is eminently a book FOR THE TIMES AND UP WITH THE TIMES.

SARGENT'S NEW PRONOUNCING SPELLER,

has among its features a NEW AND IMPROVED SYSTEM OF NOTATION, an ALPHABETICAL INDEX OF REPRESENTATIVE WORDS, and is exciting the greatest interest among teachers, for the thoroughness and ingenuity of its system of indicating pronunciation.

Copies for examination furnished on receipt of \$2.

JOHN L. SHORRY, Publisher,

March—1865.—1y.

13 Washington St. Boston, Mass.

NOW READY.

THE AMERICAN UNION SPEAKER,

BY JOHN D. PHILBRICK.

Superintendent of the Public Schools of Boston.

Containing STANDARD AND RECENT SELECTIONS IN PROSE AND POETRY FOR RECITATION AND DECLAMATION IN SCHOOLS, ACADEMIES AND COLLEGES. With INTRODUCTORY REMARKS ON ELOCUTION, AND EXPLANATORY NOTES. Crown octavo, half morocco, 618 pages. *Retail Price, \$2.25.*

A BOOK FOR EVERY STUDENT OF ELOCUTION.

THE deservedly high reputation of the author of this WORK, as an American Educator—foremost among the practical working members of his profession—is a sufficient guarantee of its excellence and usefulness. No one has had better opportunities to judge what was needed in this department, and no one could bring to the task of the preparation of the proper book a wider experience, a better judgment or a more correct taste.

The following are the more prominent features of THE AMERICAN UNION SPEAKER :

1. The combination in one volume of STANDARD AND RECENT SELECTIONS.

2. The judicious selection of pieces ; and they are not only well chosen, but are of the proper length, and conveniently classified and arranged. It does not contain a single extract which is not of the highest order of its kind, and admirably adapted for its purpose.

3. The presentation of a comprehensive variety of modern, patriotic and popular selections,—most of them called forth by our national crisis,—suited to inspire a national enthusiasm and an undying love of country.

4. The biographical and descriptive notes necessary to a proper appreciation of the circumstances under which the pieces were spoken or written.

5. The valuable summary of practical hints and suggestions to Teachers and Students under the head of "Introductory Remarks on Elocution."

6. The superior style in which it is manufactured, it being handsomely printed and bound.

This is a book suited not only for the school room, but one, which as a choice treasury of the gems of Eloquence and Poetry of the English Tongue, would find a fit place in every well chosen library.

It will be sent by mail on receipt of price.

TAGGARD & THOMPSON, Publishers,

March—1865.

29 Cornhill, Boston.

BRITISH PERIODICALS, viz.:

The London Quarterly Review (Conservative.)

The Edinburgh Review (Whig.)

The Westminster Review (Radical.)

The North British Review (Free Church,) and

Blackwood's Edinburgh Magazine (Tory.)

The American publishers continue to re-print the above-named periodicals, but as the cost of printing has *doubled*, the price of paper nearly *trebled*, and taxes, duties, licenses, etc., largely increased, they are compelled to advance their terms as follows:

TERMS FOR 1865.

For any one of the Reviews,	- - - -	\$4.00 per annum.
For any two of the Reviews,	- - - -	7.00 "
For any three of the Reviews,	- - - -	10.00 "
For all four of the Reviews,	- - - -	12.00 "
For Blackwood's Magazine,	- - - -	4.00 "
For Blackwood and one Review,	- - - -	7.00 "
For Blackwood and any two of the Reviews,	- - - -	10.00 "
For Blackwood and three of the Reviews,	- - - -	13.00 "
For Blackwood and the four Reviews,	- - - -	15.00 "

The works will be printed on a *greatly improved quality of paper*, and while nearly all American periodicals are either advanced in price or reduced in size—and very generally both—we shall continue to give faithful copies of *all* the matter contained in the original editions. Hence, our present prices will be found as cheap, for the amount of matter furnished, as those of any of the competing periodicals in this country.

Compared with the cost of the original editions, which at the present premium on gold would be about \$100 a year, our prices (\$15) are *exceedingly low*. Add to this the fact that we make our annual payments to the British publishers for early sheets and copyright *in gold*—\$1 costing us at this time (January 1865) nearly \$2.50 in currency—and we trust that in the scale we have adopted we shall be entirely justified by our subscribers and the reading public.

The interest of these periodicals to American readers is rather increased than diminished by the articles they contain on our *civil war*, and, though sometimes tinged with prejudice, they may still, considering their great ability and the different stand-points from which they are written, be read and studied with advantage by the people of this country, of every creed and party.

THE FOUR REVIEWS FOR 1863.

A few copies of the above remain on hand, and will be sold at \$5 for the whole four, or \$2 for any one.

We also publish the

FARMERS' GUIDE,

by Henry Stephens, of Edinburgh, and the late J. P. Norton, of Yale College. Two volumes royal octavo, 1,600 pages, and numerous engravings.

Price \$7 for the two volumes; by mail, post paid, \$8.

LEONARD SCOTT & CO., Publishers,

March, 1865.

No. 38 Walker Street, New York.

WALTON'S WRITTEN ARITHMETIC,

Just published, is a *Complete Written Arithmetic*, embracing in a single volume all the important principles and applications usually contained in two or more books. It is amply sufficient for all *Common and High Schools*.

The book is strictly *progressive*, developing the subject, not only by the logical arrangement of topics, but also by the *natural sequence of examples*.

It is *practical*, giving prominence to the actual transactions of business life, and adopting the methods of business men.

Much extraneous matter has been excluded. The explanations, the definitions, the rules, and the statement of principles, are all given with brevity and clearness.

The Arithmetic is accompanied by a KEY, which contains a *System of Reviews*, upon a plan *wholly original*, by which the number of examples may be increased to an unlimited extent, and by which a *different example may be assigned to each pupil at a single dictation*, a feature which will commend it to every practical teacher.

WALTON'S TABLE FOR PRACTICE IN THE FUNDAMENTAL OPERATIONS OF ARITHMETIC. WITH ACCOMPANYING KEY.

The TABLE consists of twenty-one columns of figures numbered from right to left, in twenty-five lines, against which are placed twenty-five letters of the alphabet. By its use all possible combinations of numbers may be repeated many times. The Table is designed for the pupil.

The KEY contains above two thousand questions upon the Table, with their answers, arranged in series of from ten to twenty-five examples in the fundamental operations. These are prepared for the teacher, to be used at Dictation Exercises.

HILLARD'S READERS, NEW SERIES.

HILLARD'S PRIMER, OR FIRST READER, (Illustrated.)

HILLARD'S SECOND READER, (Illustrated.)

HILLARD'S THIRD READER, (Illustrated.)

HILLARD'S FOURTH READER, (Illustrated.)

HILLARD'S INTERMEDIATE READER, (Illustrated.)

HILLARD'S FIFTH READER, and HILLARD'S SIXTH READER, with Prof. Bailey's Introduction.

By the following official announcement it will be seen that the New Series of Hillard's Readers has just been adopted by the Board of Control of Philadelphia for use in all the public schools of that city:

OFFICE OF THE COMPTROLLERS OF PUBLIC SCHOOLS,
First District of Pennsylvania,
Philadelphia, January 11, 1865.

At a meeting of the Comptrollers of Public Schools, First District of Pennsylvania, held at the Comptroller's Chamber, January 10th, 1865, the following resolution was adopted:

Resolved, That Hillard's New Series of Readers be introduced to be used in the Public Schools of this District.

From the Minutes.

HENRY W. HALLIWELL, Secretary.

HILLARD'S NEW SERIES OF READERS have thus been adopted for use, in whole or in part, in the four great cities of the Union—

NEW YORK, PHILADELPHIA, BOSTON and CHICAGO. They are also in use in the cities of Washington, Providence, Portland, Cambridge, Charlestown, Salem, Hartford, Bridgeport, Fall River, Norwich, &c., &c.

☞ School officers wishing to examine the Series will apply to the Publishers,

BREWER & TILESTON,

March—1865.

131 Washington Street, Boston.

1865



1865

This remarkable System begins its fifth year under the most encouraging circumstances. Other systems struggle years for a feeble existence, while this has attained a growth and vitality exceeding any other on record.

The secret of its success lies in the fact that *it was made in the school-room*, and works like a charm in classes of every grade.

It is plain; it is practical; it is scientific.

It has withstood the most persistent attacks of envious rivals, gaining strength from the contest.

It invites criticism, comparison, and competition.

IT IS THE MOST ORIGINAL SYSTEM, putting old foggy systems *hors de combat*, and suggesting the necessity of, and furnishing the material for revised revisions, with the vain hope of appropriating the secret of its wonderful popularity.

It leads other systems.

It was the first system comprising a text-book for teachers. It was the first system containing a chart on the black-board principle. It is the ONLY SYSTEM giving specific instructions upon EACH COPY, explaining its object, and the author's views and method of teaching it.

It has received the highest approval of superintendents and teachers wherever it has been used or examined. It is recommended by the regents of the University, state of New York, to be used in all the academies of the Empire State.

USE THE BEST—it costs no more, and you will feel *more respectable* for it.

IT COMPRISES

I. A Blackboard Chart of Letters, - - - - -	\$1.75
II. An Analytical Chart of Penmanship, - - - - -	1.75
III. A Series of Copy Slips (66 Nos.) per set, - - - - -	1.50
IV. A Series of Copy Books (8 Nos. and 1 Exercise Book) per dozen, 1.80	
V. A Text-book on Penmanship, Punctuation, &c., - - - - -	1.50
VI. A Teacher's Guide to the System, - - - - -	25
VII. Ellsworth Steel Pens, two sizes, extra fine, (Quill Spring,) per gross, - - - - -	1.75
Ladies', per gross, - - - - -	1.25
VIII. A System of Guide Lines for pupils, per dozen, - - - - -	25

Specimen Copy Books free by first post on receipt of 15 cents for each number—other articles on receipt of price as above. Address

H. W. ELLSWORTH, Copy Book Publisher,

817 and 819 Broadway, New York City.

N. B.—Send the address of ten or more teachers and you will receive the "Teachers' Guide" by return mail. Get the system adopted by any Board of School Officers, or Directors, or by any Teachers' Association or Institute, and you will be entitled to a choice of any of the articles above enumerated.

February—1865.

THE ECLECTIC EDUCATIONAL SERIES:

NEW, CHEAP, AND EXCELLENT.

Few school-books ever published have received a wider or more cordial indorsement from prominent and influential educators than the works of The Eclectic Series. Wherever used they are liked. Those who have thoroughly tested their merits in the class-room unite in pronouncing them superior to all similar works.

McGuffey's New Eclectic Series.

NEW PRIMARY CHARTS, 6 No's.....65 cents.	NEW ECLECTIC 5TH READER.....55 cents.
NEW ECLECTIC SPELLER.....10 cents.	NEW ECLECTIC 6TH READER.....65 cents.
NEW ECLECTIC 1st READER.....15 cents.	NEW HIGH SCHOOL READER.....75 cents.
NEW ECLECTIC 2d READER.....20 cents.	NEW JUVENILE SPEAKER.....45 cents.
NEW ECLECTIC 3d READER.....30 cents.	NEW ECLECTIC SPEAKER.....85 cents.
NEW ECLECTIC 4TH READER.....35 cents.	YOUNG LADIES' READER.....75 cents.

Arithmetic, Algebra, Geometry.


RAY'S PRIMARY ARITHMETIC.....10 cents.	RAY'S HIGHER ARITHMETIC.....65 cents.
RAY'S INTELLECTUAL ARITHMETIC.....20 cents.	RAY'S ELEMENTARY ALGEBRA.....60 cents.
RAY'S PRACTICAL ARITHMETIC.....40 cents.	RAY'S HIGHER ALGEBRA.....80 cents.
RAY'S TEST EXAMPLES, with Ans.....30 cents.	RAY'S PLANE & SOLID GEOMETRY.....60 cents.
RAY'S TEST EXAMPLES, without Ans.....25 cents.	EVANS' SCHOOL GEOMETRY.....40 cents.


Grammar and Composition.

PINNEO'S PRIMARY GRAMMAR.....25 cents.	PINNEO'S ENGLISH TEACHER.....35 cents.
PINNEO'S ANALYTICAL GRAMMAR.....35 cents.	PINNEO'S GUIDE TO COMPOSITION.....30 cents.

Miscellaneous.

KIDD'S ELOCUTION.....85 cts.	THE EXAMINER, OR TEACHER'S AID.....50 cts.
DE WOLF'S INSTRUCTIVE SPELLER.....20 cts.	LILIENTHAL'S OBJECT LESSONS.....20 cts.
SMART'S FREE GYMNASTICS.....20 cts.	THE YOUNG SINGER, PART I.....30 cts.
WHITE'S CLASS-BOOK OF GEOGRAPHY.....20 cts.	THE YOUNG SINGER, PART II.....35 cts.

 Single specimen copies of any of the above-named books sent by mail, postage prepaid, to teachers and school-officers for *examination*, with a view to introduction, on receipt of the prices named.

 Liberal terms given on books ordered for first introduction, in exchange for others not in satisfactory use. Those desirous of introducing any books of the ECLECTIC SERIES are respectfully invited to correspond with the publishers.

SARGENT, WILSON & HINKLE,
CINCINNATI, OHIO.